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ABSTRACT

This report provides board policy samples and other policy resources on school safety and security. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. Policies are presented in three areas of school security and safety: accidents that cause injury; criminal acts against individuals in the schools, or against the schools themselves; and other emergencies including fire, storms, student demonstrations, and bomb scares. A bibliography of additional resources on school safety and security is also included. (Author/DN)

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A WORD ABOUT THIS PUBLICATION

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The intent in providing policy samples is to encourage thinking in policy terms; to provide "something to start with"--working papers to be edited, modified, or adapted to meet local requirements. Administrators of EPS/NSBA member organizations should file this booklet for continuing reference in their master copy of the Educational Policies Reference Manual.

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EPS Files: EBB--School Safety
EBC--School Security

SCHOOL BOARD POLICIES ON SCHOOL SAFETY AND SECURITY

No. 73-34 July, 1973

In a New York City classroom, an elementary school teacher is robbed at gunpoint in front of her horrified students. In Oregon, a high school football player is paralyzed when tackled by two teammates in a practice scrimmage.

Aside from the personal anguish and loss to both teacher and student, these two incidents have much in common in terms of a key problem facing school boards today--how to make the schools safe and secure places in which students and staff can learn, work, and play.

School safety and security are important for two basic reasons. First, school programs suffer when students and staff feel they aren't protected from actual or potential danger. Just one or two incidents that upset the learning environment of the schools are enough to throttle the confidence and morale of all who have a stake in making the schools work effectively. Let vandals wantonly destroy or steal audiovisual equipment or set off a smoky locker fire, and anxiety and fear will replace joy and confidence.

Second, because the school board bears responsibility for providing suitable educational resources to district students, board members leave themselves and individual staff members open to possible legal action if they fail to establish a safe and secure climate for educational activities. Let a player or spectator be injured during a school football game and a legal suit charging negligence may well follow.

Helping to insure school safety and security is a major board responsibility. And a well-developed set of written policies can be instrumental in seeing that this responsibility is met. Policies can help assure the maintenance of an educational climate essential for effective schools and the protection of the legal rights of everyone involved in the schools.

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Do your present policies achieve these goals? A quick review of policies affecting the three areas of school security and safety will either assure you that your policies are sound--or point you in the direction of new policies that will achieve these goals. The three areas:

1. Accidents which cause injury. These are a universal threat to students, staff, and school property.

2. Criminal acts against individuals in the schools, or against the schools themselves. School crime has reached epidemic proportions.

3. Other emergencies. The most dangerous and dramatic of these is fire. But storms, student demonstrations, and bomb scares are also included.

Let's examine the key policy considerations regarding each of these three areas as potential threats to school safety and security.

Accidents which cause injury.

School accidents have been a concern of school administrators and board members for years. As a result of this concern, schools have become much safer places for work and play.

But a recent nationwide study of all accidents involving children in grades K-12 concluded that 70% of all accidents took place while the children were under school jurisdiction. Most serious injuries took place in physical education and athletic programs, but abundant hazards also caused accidents in hallways, stairs, locker areas, and lunchrooms. Clearly schools can be made safer.

Policies can encourage this effort, even though it's clear that accidents will never be eliminated. Policies can help prevent accidents, reduce their effect when they occur, and protect the rights of staff members who become the targets of allegations of negligence if students are injured when under the supervision of a staff member.

Depending on the accident record in your schools, policies can be developed which confront the most lethal hazards head-on. Districts have cut their accident rates by improving school design, school lighting, the flow of students between classes, by acquiring stronger school buses, developing safety education courses, and by stimulating students and staff to high levels of awareness of the threats to safety in potentially dangerous school activities. The school that acquires a new swimming pool or trampoline for its physical education program must anticipate some of the hazards inherent in the use of such facilities and develop plans to reduce or eliminate these hazards.

A minimum goal would be for your policies to require that each accident that takes place in the schools be reported and recorded on standard National Safety Council forms. Consistent use of these forms over a period of time can help school administrators, and the board, with

periodic evaluations of the effectiveness of the school safety program for accident prevention.

Regarding your overall accident-prevention program, here are some points you should keep in mind as you review existing policies and consider developing new ones:

--Is there provision for involving the staff in establishing and maintaining school safety?

--Is the school safety program coordinated with appropriate community programs?

--Do the policies make provision for the special requirements of the very young? of the physically handicapped?

--Is appropriate safety-related material part of the instructional program?

In addition to these points, there is the critically important issue of protecting the legal rights of the staff member when a student is accidentally injured when under her jurisdiction. When such an injury occurs, there is always the possibility that the child's parent or guardian may seek legal redress.

Policies can do much to reduce the possibility of such action by establishing guidelines for staff conduct. Such conduct must be informed by the criteria that the courts have typically used in evaluating whether or not a teacher or other staff member may be found guilty of negligence in connection with an accident that results in injury.

Court decisions usually rest on whether or not the school district has exercised reasonable care in trying to prevent the accident. Whether or not an individual teacher or staff member exercised reasonable care is determined by the answers to these three questions.

1. If the student were injured in a school activity, did the teacher or staff member provide adequate supervision?

2. Did he or she provide adequate instruction in the activity to be undertaken?

3. Did he or she take appropriate precautions to foresee the consequences of the activity?

If the answer to all three questions is "yes" then the court will not be likely to find the teacher, or the district, guilty of negligence. If the answer to any question is "no," then the teacher or the district may well be liable for the student injury.

Policies relating to school safety and accident prevention should try to assure that each staff member understands the implications of reasonable

care as a concept of profound legal implications.

The concept of reasonable care is nowhere more important than in the field of student transportation. For those districts that provide transportation, policies must carefully deal with driver selection and training, selection and maintenance of equipment, and a full range of other safety-related issues.

Criminal acts.

Compared with the state of accident prevention, the state of school security against crime is embryonic. School security is concerned with protecting students, staff, and school property from criminals and criminal acts, such as vandalism, arson, burglary, and robbery. Even though vandalism alone cost American schools over $100 million in 1971, board policies on school security, and security measures themselves, have lagged far behind the ugly realities of school crime.

Until quite recently, most board members and school administrators could successfully postpone taking action to provide school security, because vandalism, arson, and other crimes were always the problems of "other" school districts, all of them in urban settings. But suburban and rural schools have increasingly become the often unprotected targets of disturbed youngsters, beered-up vandals, and delinquents. One such series of attacks hit a well-to-do Boston suburb. Angry about his failing grades, a youth set fire to three local schools, causing a loss of almost $1.5 million.

If your own district has managed to escape the impact of such criminal acts, count yourself lucky--and take steps now to develop policies to keep your luck intact. If your schools have already suffered from vandalism or other crimes, you may already have started to grapple with developing sound policies to increase the security of your schools.

Whether you've begun this task, or will start on it soon, the key question that will reoccur throughout your deliberations is, "How much security is enough?" Unfortunately, there is no simple answer to this question.

On one side of the question is the pressing argument to make schools secure from any criminal assault. Without secure schools, the argument goes, learning won't take place. But a number of arguments are arrayed on the other side, weighing against completely secure schools.

One such argument is that a school which is "too secure" inhibits learning as much as one that is not secure enough. Certainly a windowless brick school with a steel interior would be tough for a burglar or arsonist to crack. But such a school would hardly be a joyous place in which to learn and work.

Another argument is that the cost of security is prohibitive. There are never enough dollars available in the budget to buy all the sensors,

alarms, backup systems, guard dog services, and other security measures now in the marketplace. Choices must inevitably be made, and these choices always boil down to the question, "How much security is enough?"

Beyond the arguments against inhospitable schools and high security budgets are the issues of personal freedom. Policies on school safety and security must always reflect the schools' commitment to remain accessible to all members of the community, and to protect the legal rights of all who use the school for legal activities.

Perhaps the starting place in developing policies relating to school security is in this area of the role of the schools in your community. Although the schools are certainly not responsible for creating the causes of school crime, the schools can do a great deal to help the community develop positive solutions to the problem, and these solutions are best developed before school crime becomes a major issue in your district.

If your schools are truly part of the community, serving the educational and social needs of the people, much of the potential problem of school crime will be effectively defused. No amount of guards, locks, or alarms can match the security provided by people of the community who look upon the school as an essential part of their lives. Students who break into the schools and destroy audiovisual equipment, upset desks, and decorate classroom walls with painted obscenities are sending several messages to society. The key message is that, somehow, the school has failed to become "us" in the students' minds. The school is "them." Students who cause most of the damage to schools need help, and should ideally receive it before the damage is done.

Unfortunately, no matter how tranquil your community, or effective your safety and security procedures, your schools may nevertheless be hit by some aspect of school crime. Therefore, policies must provide for a quick response, because crime strikes suddenly, and in many possible manifestations.

Other emergencies.

This is our catch-all term for such major threats to school security and safety as fire, storm, student demonstrations, and bomb scares. Although school fire is by all odds the most dramatic and dangerous of these threats, each of these emergencies confronts school staff with a problem of considerable size and importance.

On the matter of school fire, it's been almost 15 years since 95 students and staff died in a Chicago school fire, but similar tragedy could strike at any time. After that tragedy, school evacuation plans were dusted off and practiced, and fire department relations were explored. But many school districts now have evacuation plans that have become unused or, in many cases, rehearsed only on sunny, mild days, when all children are in class. Policies should assure that evacuation plans are prepared and rehearsed--spontaneously.

A storm, or other natural disturbance such as an earthquake, may affect many school districts only once in several years or, hopefully, never. But tornados, blizzards, or hurricanes are potential threats to school security and safety, so policies should be prepared to cope with them, if they occur. The key issue to be resolved is whether the children should stay in school, or if they should be sent home. Unless clear guidelines are established before an emergency arises, confusion and, possibly, panic, will result.

In any major emergency, one particularly scarce commodity is reliable information, so care should be taken to assure that school officials have access to the best information available on the present and future situation outside the school, and that officials and parents outside the school can be kept informed about the situation inside the school.

In a blizzard, for example, school officials should be able to learn whether the storm will dump snow that will make roads impassable for school buses, and what assistance might be available from Red Cross, National Guard, or other authorities if students are to remain in school until the storm abates. Parents must be assured that their children are being cared for and must be warned against trying to pick up individual children at school. A blizzard should not affect the safety of children in the school if proper care is taken to develop policies governing such an emergency.

Although such incidents as student disruptions and bomb threats have recently been on the wane, they both represent situations in which decisive action by school officials must be accompanied by crystal clear communication. Rumors about confrontations and explosives can make an event of modest proportions appear much more dangerous than it really is.

As in the case of school crime, matters of individual rights are of major importance here. In trying to cut off a legitimate student demonstration school officials shouldn't be allowed to run the risk of denying constitutional guarantees of free speech. Policies should stress that student gatherings may be quelled only if actual and substantial disruption of school activities takes place.

No such concerns must be weighed by school officials when dealing with a bomb threat. They simply have no choice but to assume there really is a bomb, even though most such threats are hoaxes.

Fast, calm action is the key to clearing the premises and enlisting local law enforcement and bomb disposal authorities to inspect the school and declare it safe for use.

For bomb threats, as for any of the "other emergencies," there is really only one correct response for school officials, and many incorrect ones. Policies carefully developed and implemented before the incident takes place can provide suitable guidance to school officials in time of real stress.

--Bruce Kezer
Special Assignment Writer

EPS/NSBA File: EBB-E

BUILDINGS AND GROUNDS SAFETY
(Model School Safety Policy)

Accidents are undesirable, unplanned occurrences which often result in bodily harm, loss of school time, property damage, possibly expensive legal action, and even death. Thus, it shall be the policy of the _____ School District to take every reasonable precaution for the safety of the students, employees, visitors, patrons, and all others having business with this school district. The Board of Education believes that safety is important to everyone concerned with our schools, not only as a protective measure during school hours, but also as an instructional means of developing an appropriate mode of behavior to minimize accidents at all times.

It shall be the responsibility of the district's chief administrative officer to execute this policy. In order to have a comprehensive program which will meet the needs of _____ School District:

--The responsibility for developing the total safety program shall be delegated to a competent, professional staff person who will be directly responsible to the Superintendent, and shall be provided with staff, time, budget, authority, and title commensurate with the task.

--This staff person, acting in an advisory capacity to all heads of major units within the district, shall be responsible for the promotion and development when requested, of an aggressive accident prevention and safety education program for professional and non-professional personnel employed by the district.

--The general areas of responsibility include, but are not limited to inservice training, accident record keeping, plant inspection, driver education, vehicle safety programs, fire prevention, school site selection, emergency procedures, and traffic safety problems related to employees, pupils, and community.

SOURCE: National Safety Council as endorsed by the Board of Directors, National School Boards Association
DATE: 2/8/69 (NSBA endorsement)

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BUILDINGS AND GROUNDS SAFETY

Proper steps shall be taken to insure the highest degree of safety in the maintenance and operation of the school plant. Boiler systems shall be inspected annually by the Board of Education's insurance underwriters and necessary repairs made. The Baltimore County Health Department shall inspect periodically for adherence to local sanitation code. The Baltimore County Fire Department shall periodically inspect and hold fire drills. Fire extinguishers shall be provided and checked annually for correct operating condition. All buildings shall be equipped with proper fire alarm systems, sprinkler systems, and emergency lighting systems as called for in the Baltimore County fire code. Buildings and grounds shall be maintained in a condition that shall reduce the possibility of injury to anyone using these facilities. All custodial personnel who operate boilers shall be required to take an in-service training program on boiler safety.

SOURCE: Baltimore County Public Schools, Townson, Md.
DATE: 9/18/68

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BUILDINGS AND GROUNDS SAFETY
(Emergency Operating Plan)

If a sudden disaster should strike during a school day, the school might find itself responsible for the care, welfare, and continued survival of the children and youth for longer than the normal school day. The school should be prepared to cope with potential catastrophies such as storms, floods, earthquakes, and unpredictable hazards in the school and community such as fires and explosion, or warfare. Therefore, every school district should have an emergency operating plan to deal with natural and man-made disasters. The plan's purpose shall be to inform staff personnel, students, and parents of the type of appropriate action which will be taken.

Each school should:

1. Issue a clear statement of policy regarding school-community coordination in emergency and disaster matters.

2. Secure competent legal advice concerning the status of school personnel and school property in time of emergency and during drills and exercises.

3. Reconsider school construction specifications in the light of protection and emergency equipment and facilities.

4. Participate when it seems desirable in making or reviewing school emergency operating plans.

Each superintendent of schools should:

1. Make recommendations to and secure needed policy statements from the board of education.

2. Initiate the disaster preparedness program in the school system and insure coordination among the programs of the several schools.

3. Appoint a coordinator from within the school system to handle the emergency planning and organizing.

4. Organize needed curriculum planning and inservice training for teachers and other staff personnel.

5. Review progress in planning emergency programs and stimulate needed further activity.

SOURCE: An advisory of the Wyoming Department of Education
DATE: 1969

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BUILDINGS AND GROUNDS SAFETY
(Board-Administrative Responsibilities for Emergency Planning)

The Local Board of Education should:

1. Issue a clear policy statement regarding school-community coordination in civil defense matters.

2. Obtain competent legal advice concerning the status of school personnel and property in time of emergency and during drills.

3. Participate in planning or reviewing school disaster plans.

4. Consult the state education agency specialist on schoolhouse planning for construction specifications in light of civil defense needs.

5. Pass a resolution concerning civil defense responsibility during a natural disaster or a nuclear attack.

The Superintendent of Schools should:

1. Make recommendations to and secure needed policy statements from the board of education.

2. Initiate the disaster preparedness program in the school system and insure coordination among the programs of the several schools.

3. Designate a staff member to act as coordinator of disaster plans.

4. Organize needed curriculum planning and schedule in-service training for teachers and other staff personnel.

5. Supervise the development of the district disaster plan which, when completed, should be on file in the administration office. It should include as a supplement floor maps or plans and procedures for meeting emergencies for each school in the district.

6. Coordinate school disaster plans with the local civil defense plans.

7. Review progress and stimulate needed activity.

The Principal of the school, in conjunction with his disaster coordinator should:

1. Become informed concerning his responsibilities for organizing and implementing the preparedness program in his school.

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2. Coordinate the plans for his school with those for other schools in the community.

3. Review the plans for his building, including shelter capability, with the disaster coordinator for the school system and the community civil defense director.

4 Delegate disaster readiness responsibilities to staff personnel with regard for their competencies and normal service functions.

5. Supervise the use of disaster readiness materials and concepts in classroom instruction.

6. Provide leadership for teachers by securing needed in-service training.

7. Request needed disaster readiness supplies and equipment.

8. Keep the superintendent informed regarding disaster readiness plans in his school.

9. Inform parents concerning the preparedness program of the school.

10. Provide leadership in testing the school's disaster preparedness plans and in evaluating their adequacy, and making needed revisions.

11. Provide an emergency communication system.

SOURCE: Oregon Board of Education
DATE: 4/72

EPS/NSBA File: EBB-E

BUILDINGS AND GROUNDS SAFETY
(Checklist for Developing a School Emergency Plan)

The following checklist is designed primarily to help school administrators reveal gaps as they develop their school disaster plans.

	Yes
1. Obtain a resolution from the school board.	____
2. Appoint a school district disaster coordinator.	____
3. Contact advisory personnel regarding development of plan.	____
4. Correlate plan progress with local emergency operations plan.	____
5. Compile information for plan into a written document.	____
6. Review plan with local officials (civil defense, police, others).	____
7. Obtain legal advice concerning the status of school personnel and property in the event of disaster.	____
8. Present plan to school board for approval.	____
9. Notify parents of plan.	____
10. Conduct drills as outlined in school disaster plans.	____
a. Drills on building evacuation.	____
b. Drills on moving personnel to shelter area.	____
11. Evaluate drills for efficiency.	____
12. Evaluate warning system when used in drills.	____
13. Train teachers in disaster preparedness classes.	____
14. Integrate emergency training into curriculum.	____

SOURCE: Oregon Board of Education
DATE: 4/72

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EMERGENCY DRILLS

Fire and civil defense drills shall be held periodically during the school year to familiarize students and staff with proper procedure for exiting buildings in case of fire and the safest shelters in case of bombing attack or a natural calamity.

Bus Drills

A minimum of three emergency drills on school buses shall be held during the school year. The first shall be conducted the first week of the fall term, the second prior to January 1, and the third prior to May 1. Such drills shall include practice and instruction in the location, use, and operation of the emergency door, fire extinguishers, axe, first aid equipment, and windows (as a means of escape in case of fire or accident).

All instructions in the conduct of drills shall be given by members of the West Islip teaching staff.

SOURCE: West Islip Public Schools, West Islip, N.Y.
DATE: 1972

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EPS/NSBA File: EBBCA-E

BOMB THREATS

In the event of a call or notice to the effect that a bomb has been placed in a school or any other building or establishment, the following procedures are recommended:

1. Immediate evacuation of the school or buildings.

2. If the call was not received originally by the fire and police departments, immediate notification is required. Both departments should respond.

3. A search of the building or premises should be conducted under the direction of the senior officer present from either protective department. All officers, firefighters, and custodians of the building should assist in the search.

4. Circumstances will dictate whether any strange or foreign objects should be removed immediately or left for removal by a qualified person.

5. If a thorough search has been conducted and nothing found, the chief administrative officer of the school or building should be notified by the senior member of the local protective department that re-entry will be permitted.

6. Investigation of the incident should be made by the local police department assisted by the State Fire Marshal's office, if requested.

Any decision concerning the dismissal of school pupils and subsequent action after the above procedures have been followed is the prerogative of the local Superintendent or the School Committee.

SOURCE: Massachusetts State Department of Education

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EPS/NSBA File: EBBF

SAFETY INSPECTIONS

Safety is everybody's business. While the principal is the person who is charged with the responsibility for all that happens in his building, the teachers who are in the classrooms and the janitor who is in every section of the building on a daily basis should report to the principal any dangerous or potentially dangerous conditions which they have noted. The principal in turn shall contact the maintenance supervisor who shall remedy the situation.

All emergency equipment, fire extinguishers, fire escapes, fire alarms, emergency exit lights, door handles, etc. shall be inspected on a regular basis to make certain that they are in correct working order.

In addition, inspectors from the company which insures school buildings, contents, and boilers, shall be welcomed and assisted in their regular safety inspection tours. Their purpose is to help make our buildings a safer place in which to work. Nothing is to be hidden from them out of fear that their recommendations may be expensive to facilitate or impossible to implement. The same cooperation and assistance is to be accorded to other safety inspectors who may report from time-to-time from the State Fire Marshal's Office.

SOURCE: Hardy County Public Schools, Moorefield, W.Va.
DATE: 9/1/70

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EPS/NSBA File: EBC

BUILDINGS AND GROUNDS SECURITY

Buildings of the School District of the City of Monroe constitute one of the greatest investments of the school district. It is deemed in the best interest to protect the district's investment adequately.

Security should mean not only maintenance of a secure building from a locking standpoint, but protection from fire hazards and faulty equipment. Security should also extend to safe practice in the use of electrical, plumbing, and heating equipment.

The Board requires and encourages close cooperation with the local police and sheriffs department, the respective fire departments, and with the insurance company inspectors.

Access to school buildings and grounds outside of regular school hours shall be limited to personnel whose work requires it.

An adequate key control system shall be established which will limit access to buildings to authorized personnel and will safeguard against the potential of entrance to buildings by keys in the hands of unauthorized persons.

Records and funds should be kept in a safe place and under lock and key when required.

Protective devices designed to be used as safeguards against illegal entry and vandalism will be installed when appropriate to the individual situation. Watchmen may be approved in situations where special risks are involved when deemed appropriate.

SOURCE: Monroe Public Schools, Monroe, Mich.
DATE: 1/10/72

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BUILDINGS AND GROUNDS SECURITY
(Maintenance of Public Order)

Resolved, That the following rules and regulations shall govern the conduct of all persons on school property in the citywide school district of the City of New York:

1. Prohibited actions. Public schools, as public institutions, must provide a safe environment for students, staff, parents and visitors. The following actions are specifically prohibited: willful physical injury to any person; willful damage to property; willful disruption of the orderly conduct of classes or any other school program or activity; willful interference with the lawful and authorized activities of members of the school community, such as students, staff, or parent organizations; entry upon school property for any purpose other than its authorized use; and the illegal or unauthorized possession on school property of narcotics, dangerous drugs, or dangerous weapons as defined by law.

2. Administrative plans. Principals of schools, as chief administrative officers of the schools which they head, are responsible for the good order of the schools. Further, they are responsible for developing plans, programs, and systems which provide for public order and the safety of students, staff, parents, and visitors in their respective schools. Such plans shall include but need not be limited to the following: fire emergency and fire drills; bomb threat and school evacuation emergency; other public order emergency which may require the assistance of law enforcement or public safety agencies; accidents or incidents involving physical injury; the admission and regulation of visitors to the school building; peaceful demonstrations on school property; the use of school buildings or portions thereof during other than regular school hours by authorized individuals or groups; vehicle traffic on school property; access to special areas of potential danger on school property, such as heating plants and electrical facilities. Such plans shall be consistent with established laws, policies, rules, and regulations, and shall be submitted as appropriate to community school boards or central authorities for review when so directed.

3. Penalties. Any student, teacher, or other staff member, visitor, or other licensee or invitee who commits a criminal act while in a school or on school property is subject to arrest and prosecution or, in the case of minors, to appropriate proceeding in accordance with law. Persons who commit such acts, or who violate these rules and regulations or such supplemental rules and regulations as are lawfully promulgated by the Chancellor or his designated representative or by the community school boards or their designated representatives, also are subject to removal from the school or school property where their act or action is a danger to the safety of others or interferes with the regular programs or activities of the school.

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a. In the case of students, a principal may impose appropriate disciplinary penalties, including reprimand, probation, or a suspension in accordance with Section 3214 of the Education Law and the regulations of the Board of Education. In appropriate cases, the principal may request a superintendent's suspension in accordance with Section 3214 of the Education Law; such action may result in suspension, transfer, expulsion, or other appropriate disciplinary action in accordance with law, policy and regulations.

b. In the case of teachers and other staff members, violations may result in warning, reprimand, fine, suspension; transfer or dismissal in accordance with applicable provisions of the Education Law, the Civil Service Law, the By-laws and regulations of the Board of Education, and appropriate contracts.

c. In the case of visitors, guests, invitees, and licensees, violations may result in the following:

   1) In the event of interference with the orderly operation of school programs, the violator may be removed from school property. In serious cases involving interference with governmental administration, trespass, or loitering, violators are subject to removal, arrest, and prosecution.

   2) In the event of damage to school or personal property, assault or robbery, and related offenses, violators are subject to arrest and prosecution.

   3) In the event of possession of dangerous drugs, narcotics or dangerous weapons, violators are subject to arrest and prosecution.

Resolved, That nothing in these Rules and Regulations shall be construed to permit or authorize the restriction of freedom of speech, peaceful assembly or the rights and responsibilities of students, staff, parents, parent associations, or other citizens as guaranteed under law, policies and regulations.

SOURCE: Board of Education of the City of New York (abridged)
DATE: 11/15/72

LEGAL REF.: Education Law, Article 55

EPS/NSBA File: EBCA

VANDALISM PROTECTION

All necessary steps shall be taken, and police cooperation and action shall be sought, in protecting school property from theft and vandalism.

However, the school administration shall seek to eliminate publicity attendant to unsolved incidents of school theft or vandalism lest anyone get the impression that such action is a "caper" and "pushover," rather then being an act punishable by law.

Incidents of vandalism shall be reported to the police and apprehended vandals prosecuted. The school system shall seek to recover financial loss through suit, in accordance with state statutes.

SOURCE: Roxbury Township Public Schools, Succasunna, N.H.
DATE: 4/72

LEGAL REF.: 18A:37-3

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EPS/NSBA File: IDA

BASIC PROGRAM
(Safety Education)

An effective safety education program recognizes ever-changing needs; provides administrative leadership; progressively reduces physical hazards; and educates for safe living through instruction, example, and participation. School safety is our inescapable responsibility and shall have sound educational planning at all levels.

It is the policy of the Seattle School Board that an effective safety education program be conducted throughout the school system.

The implementation of this policy will help make young people and adults more aware of the dangers that lie about them in today's world and of the need for attitude and habit development that will ensure safe living and conservation of our human resources.

SOURCE: School District 1, Seattle, Wash.
DATE: 1968

LEGAL REFS.: R.C.W. 28.62.180(2,3,4); 28.62.180(13); 46.81.070

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EPS/NSBA File: GAEA

STAFF PROTECTION

The School District will be vigorous in its protection of all employees from physical and/or psychological abuse.

Any employee who is threatened with harm is to notify his principal or supervisor immediately, and steps are to be taken at once to protect the employee's safety.

Further, the School District shall protect its employees through a comprehensive liability insurance program, and the School District shall hold harmless and defend any District employee from claims for damages caused or alleged to have been caused in whole or in part by that employee while performing assigned duties as an employee of the District under the provisions of the District's liability policy, whether or not that person is employed by the District at the time the claim is made, provided that the District shall not be obligated to assume any costs or judgments held against the employee when such damages are proved to be due to the employee's willful negligence, violation of law, or criminal act as determined by a court of law.

SOURCE: Various school districts

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EPS/NSBA File: JCEC

STUDENT DEMONSTRATIONS AND STRIKES
(Oregon Recommendation)

Students have a right to an education and this district intends to protect that right through the maintenance of an uninterrupted educational program. Disorder and disruption of the school process will not be tolerated and persons attempting such actions will be held accountable. All necessary steps will be taken to protect students, district personnel, and property.

It is the policy of the board of education to ask the assistance of the police department and uniformed police will be present when and where necessary to insure the safety and welfare of each student at school. Students involved in school disruptions, vandalism, violence, or other illegal acts will be subject to suspension or expulsion from school.

The board of education asks that each student, each teacher, and each parent assume personal responsibility for encourageing sober civil relationships so that young men and women may pursue their education and develop the knowledge, understanding, and tolerance necessary in today's society.

SOURCE: Recommended by the Oregon Board of Education
DATE: 4/72

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EPS/NSBA File: JGF

STUDENT SAFETY

The safety of students shall be secured by the district through close supervision of students in all school buildings and all school grounds and through special attention to the following:

1. Maintaining a safe school environment (safety experts shall be called in periodically to inspect the physical condition of all buildings and grounds)

2. Observation of safe practices on the part of school personnel and students, particularly in those areas of instruction or extracurricular activities which offer special hazards

3. Offering safety education to students as germane to particular subjects, such as laboratory courses in science, shop courses, and health and physical education

4. Providing, through the services of the school nurse, first-aid care for children in case of accident or sudden illness.

The administration shall develop safety rules and regulations pertinent to the above policies, as well as other ways in which student safety requires special supervision and school protection. These shall include precautions at dismissal and instruction for safety on the way home from school.

SOURCE: Hempstead Public Schools, Hempstead, N.Y.
DATE: 4/73

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EPS/NSBA File: LDAJ

RELATIONS WITH POLICE DEPARTMENT
(Safety and Security)

The Board of District 4, Addison, relies on the Village Police Department in many ways to assure the safety of children to and from school and the security of school property, buildings, and equipment.

The administration will cooperate with the policy by informing them of traffic conditions that offer hazards to children, of events that will bring crowds to schools, and of walking field trips to be made by classes.

Vandalism Protection.

The Addison Police Department agrees to patrol in the immediate vicinity of school buildings at frequent intervals through the night and to enforce curfew laws to reduce incidence of vandalism.

The Board and school administration will work cooperatively with the police to obtain the arrest and conviction of any persons responsible for vandalism. To this end, the Board directs the superintendent to sign a complaint against any person who breaks into any school building and/or who maliciously damages school property.

The Board offers a $100 reward for the arrest and conviction of any person or persons for school vandalism.

SOURCE: School District 4, Addison, Illinois
DATE: 1971

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EPS/NSBA File: LDAK

RELATIONS WITH FIRE DEPARTMENT

The school administration will cooperate in every way possible in the inspection of buildings and school facilities by local fire authorities and will comply with local and state recommendations as soon as possible.

Principals and other administrators will ask the counsel of and cooperate with fire authorities in matters of planning and execution of fire drills, housekeeping, building safety, and in planning for events involving large numbers of students and adults on school premises.

SOURCE: Fayette County School Corporation, Connorsville, Ind.
DATE: 4/1/69

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EPS/NSBA File: LDAL

RELATIONS WITH CIVIL DEFENSE AGENCY

The Board of Education is aware of the special technical capabilities of the County Civil Defense staff and the responsibilities placed on this staff for developing various facets of county capability for defense and emergency protection, including advising and assisting the schools in developing facilities, supplies, and procedures to be used in case of emergency. The Board is also aware of its own responsibilities for operating an ongoing educational program and for the management and administration of all public school properties unless and until directed by higher authority to relinquish responsibility to others as, for example, in a time of crisis.

In this context of awareness, the Board will continue to cooperate with Civil Defense authorities in such facility surveys and other studies in the schools which they desire to undertake to the extent this can be done without significant interference in school programs.

The Board will also look to the County Civil Defense staff for advice on such matters as

--Instructions to be issued on protective actions to be taken in case of Civil Defense emergency
--Best use of existing school facilities in case of Civil Defense emergency
--Feasible advance preparations which should be made
--Equipment and supplies, in order of priority, which might be stored in advance
--Possible additions or alterations to schools which would improve their protective capabilities
--Desirable characteristics of major shelter facilities in case these should be undertaken.

The Board will expect Civil Defense authorities to assume responsibility for operating, stocking, and maintaining any Civil Defense facilities placed on school properties for public protection or care, and to be responsible in case of actual emergency for utilizing school facilities for community shelter protection to such extent that this is possible after the priority obligation of the school for the protection of students has been accomplished.

The Board further expects Civil Defense authorities to obtain and furnish to the school, in support of advance preparation for Civil Defense emergencies, such equipment and supplies as may be appropriate and available from governmental and other sources.

SOURCE: Montgomery County Public Schools, Rockville, Md.
DATE: 10/1/63

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SCHOOL SAFETY AND SECURITY: Additional Resources

Publications.

° Bomb Security Guidelines: The Preventive Response and Development of Bomb Incident Policy and Procedure. National Bomb Data Center, International Association of Chiefs of Police, 11 Firstfield Road, Gaithersburg, Md. 20760.

° Emergency Planning for Oregon Schools. Division of Business and Support Services, Oregon Board of Education, Salem, Oregon 97310.

° "Guidelines for Dealing With Bomb Threats," NASSP Spotlight, No. 96. January-February 1971. National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091. 15¢.

° "Fires and Vandals: How to make them both unwelcome in your schools" by Ernest J. Juillerat, Jr., in The American School Board Journal, January, 1972. National School Boards Association, 800 State National Bank Plaza, Evanston, Illinois 60201.

° "School Security Directors are Necessary", by Joseph J. Grealy in The School Administrator, American Association of School Administrators, 1801 N. Moore Street, Arlington, Virginia 22209.

° School Vandalism: A national dilemma. Stanford Research Institute, Menlo Park, California 94025. 1969. 39 pp.

° Vandalism and Violence: Innovative Strategies Reduce Cost to Schools. National School Public Relations Association, 1801 N. Moore Street, Arlington, Virginia 22209. $4.00.

Organizations.

° International Association of Chiefs of Police, 11 Firstfield Road, Gaithersburg, Maryland 20760

° National Fire Protection Association, 60 Batterymarch Street, Boston, Massachusetts 02110

° National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611